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PORTO RICO CIVICS

STUDENT'S WORKBOOK FOR THE SIXTH AND SEVENTH GRADES

BY

FRANCISCO VIZCARRONDO

ASSISTANT COMMISSIONER OF EDUCATION OF PORTO RICO
AND CHIEF OF DIVISION OF SUPERVISION

AND

JULIO FIOL NEGRÓN

GENERAL SUPERVISOR OF CIVIC TRAINING



D. C. HEATH AND COMPANY

BOSTON

NEW YORK

CHICAGO

ATLANTA

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PREFACE

THE purpose of this Civics Workbook is to serve as a laboratory record where the pupil will note down the results of his researches and investigations. It will in no manner substitute the text used at present, but supplement it by utilizing the pupils' interests and activities.

"Action rather than knowledge" has been the test applied in the selection of material for each lesson — action with a manyfold aim: to teach the pupils to depend upon themselves when they are set to solve any given problem; to teach them to learn to do by doing; to create in them habits of independent thinking and independent judgment; to have them actually experience the life and the world they are studying; in a word, to lead them to act as they would if they were adult citizens.

It is hoped that this working manual will successfully meet the criticisms generally made against all books and monographs which deal with the subject matter of civics. It does not pretend to exhaust the subject, but it claims to contain the essentials that a sixth- or a seventh-grade pupil should master and which are not found in the textbooks prepared in the States by teachers unfamiliar with our needs. It is inexpensive, and it will be kept up-to-date by constant revision and modification. It not only allows for the socialization of the daily discussions, but it requires socialization as the best method for the solution of all the problems. It meets the needs of the slow pupil as well as those of the bright pupil, for the exercises and the work expected of each will depend on his or her interest and activity. Moreover, it contains sufficient supplementary work to satisfy the demands of any advanced group. In a word, we believe that the workbook will prove elastic enough to be suited to the needs of as wide a range of abilities as are likely to be found in grades six and seven.

INSTRUCTIONS TO TEACHERS

This workbook has three parts: the Community, the Municipal Government, and the Insular Government. Each part includes nine projects and each project has enough material for five recitations of thirty minutes each. In addition, each project has supplementary work to take care of those groups that work fast enough to complete the regular lessons.

Parts I and II are to be covered by the sixth grade in a year; Parts II and III, by the seventh grade in an equal period of time. This means that each of these two grades will have eighteen projects to finish in forty weeks, or an average of one project for every two weeks, with four weeks left for reviews and tests. While some projects will necessitate more than two weeks, others are so simple that they may be easily done in less than the time allotted.

The following method may be used if no other is found to work better: assign the topic of each lesson a day or two before, with suggestive questions and the names of the sources of information. These may be written on the blackboard or dictated. The text "Porto

Rico Civics'' should prove very valuable as one of the sources of information. On the day set for the recitation, part of the time may be devoted to oral discussion and report, and the rest to write in the workbook the results of the pupils' studies and investigations. Or, if the time allotted to this subject is short, assign one recitation for discussion and the next for written work.

A word of caution: the whole enterprise will be a complete failure if the work is made too mechanical, if pupils' interest and activity are not utilized to the utmost, if the recitations are not properly socialized, and if the teacher merely dictates the answers to the pupils or writes them on the board for the latter to copy and memorize.

F. V. AND J. F. N.

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PART I—THE COMMUNITY

PORTO RICO CIVICS

THE COMMUNITY I

PROJECT I

To show that we depend upon one another and that cooperation is indispensable for success in life.

Problems

1. To find out the reasons for the founding of the town where you live.
2. To find out the different individuals or organizations that are helping to make your community a pleasant place in which to live.
3. To find out the advantages that you have in living where you live.
4. To find out what factors are needed for the welfare of your community.
5. To find out in what ways you and your classmates may help in improving your community.

1. *To find out the reasons for the founding of the town where you live.*

Exercises

1. Describe briefly the town where you are now living. The surrounding country.

2. Write down briefly the reasons that the original settlers of your community had for making their home there.

a. Location _____

b. Surroundings _____

- c. Soil _____
- d. Water supply _____
- e. Lumber supply _____
- f. Climate and health conditions _____
- _____
- g. Communications (Roads, railroads, ports, etc.) _____
- _____
- _____
- h. Wealth _____
- i. Industrial possibilities _____
- _____
- j. Other reasons (Schools, wages, taxes, playgrounds, etc.) _____
- _____
- _____
- _____

2. *To find out the different individuals or organizations that are helping to make your community a pleasant place in which to live.*

Exercises

1. Name as many organizations as you can remember and tell briefly what each one of them does to help make your community a pleasant place in which to live.

2. Who is responsible for:

- a. Cleaning the streets? _____
- b. Maintaining a Fire Department? _____
- c. Carrying the mail? _____
- d. Taking care of sick persons? _____
- e. Protecting women and children while at work? _____
- f. Building, keeping, and beautifying playgrounds? _____
- g. Maintaining the telegraph? _____
- h. Running the movies? _____
- i. Supplying water to the town? _____
- j. Providing electric light? _____
- k. Punishing criminals? _____
- l. Keeping order? _____
- m. Isolating sick persons to avoid contagious diseases? _____

- n. Collecting the taxes? _____
- o. Providing schools? _____
- p. Furnishing bus transportation? _____

q. Helping farmers to improve their methods and to select the best seeds? _____

r. Repairing streets and roads? _____

s. Inspecting food to protect the health of the community? _____

t. Seeing that foodstuffs sold to the people have the proper weight? _____

3. *To find out the advantages that you have in living where you live.*

Exercises

1. Write a list

a. Of five means of communication used in your town.

(1) _____ (4) _____

(2) _____ (5) _____

(3) _____

b. Of five pleasures that you have in your town.

(1) _____ (4) _____

(2) _____ (5) _____

(3) _____

c. Of two labor-saving devices in your home.

(1) _____ (2) _____

d. Of eight other advantages possessed by your town.

(1) _____ (5) _____

(2) _____ (6) _____

(3) _____ (7) _____

(4) _____ (8) _____

2. Indicate with a "yes" or a "not" which of the following advantages are possessed by your town:

- | | | |
|---------------------------|---------------------------|-------------------------|
| _____ Post office | _____ Night school | _____ Fireman |
| _____ Good hotel | _____ Radio station | _____ Public library |
| _____ Aqueduct | _____ Postman | _____ Market place |
| _____ Athletic field | _____ High school | _____ Street cleaners |
| _____ Public refrigerator | _____ Sewer system | _____ Band or orchestra |
| _____ Swimming pool | _____ Talking pictures | _____ Airplane service |
| _____ Railroad station | _____ Continuation school | |

4. *To find out what factors are needed for the welfare of your community.*

Exercises

1. Write down those items in Problem 3, Exercise 2 at the top of this page, which are not found in your community

2. State briefly how your community is at present meeting each of the following:

a. Keeping the health of the people _____

b. Fostering the health of the people _____

c. Caring for lunatics _____

- d. Caring for the sick _____

- e. Caring for the orphans _____

- f. Beautifying the town _____

- g. Preventing fires and other calamities _____

- h. Helping the people to correct their living habits _____

- i. Improving communication with *barrios* _____

- j. Building recreation places _____

5. *To find out in what ways you and your classmates may help in improving your community.*

Exercises

1. Name five ways in which you may help your community.
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Do you help your community when you do each of the following? (Give reasons.)

- a. Help the authorities in keeping the town clean? _____

- b. Belong to the "Band of Mercy"? _____

- c. Have quarrels at home with your sisters or brothers? _____

- d. Attend the movies? _____

- e. Eat fruits daily? _____

- f. Work during vacations? _____

- g. Play in the streets? _____

- h. Belong to the Junior Red Cross? _____

- i. Spend freely in candies? _____

- j. Go late to school? _____

Supplementary Work

1. Make a plan of your town, indicating the main streets and public buildings.
2. Read and reproduce the story of "Robinson Crusoe." What lessons do you learn from it?
3. Debate: *Resolved*: That living in the country is better than living in a town.

THE COMMUNITY II

PROJECT II

To study some of the constant communal influences upon the child.

Problems

1. To see how the home influences the child and how he in turn can best serve the interests of the home.
2. To see how the schools serve the pupils.
3. To see how the town serves its inhabitants and how these should in turn serve the town.
4. To see the benefits bestowed by the Insular Government upon the people and how the people should serve the best interests of the Island.
5. To bring before the people of Porto Rico the benefits derived from our association with the nation and to discover how we could serve the best interests of the nation.

1. To see how the home influences the child and how he in turn can best serve the interests of the home.

Exercises

1. a. Name the members of your home with whom you are living _____

- b. What does each do? _____

- c. What benefits do you receive from their work? _____

- d. In what ways are you contributing to the welfare and comfort in your home? _____

2.
 - a. Give an oral report of how the home is helping you and what you are doing to pay back what you are receiving.
 - b. Put that report in writing below.

HOW CAN I SERVE THE BEST INTERESTS OF MY HOME?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

2. *To see how the schools serve the pupils.*

Explanation: The school tries to give to each pupil an education. The *health*, the *social-civic*, the *vocational-economic*, and the *cultural-recreational* are the elements of a complete education.

Exercises

1. What subjects in the courses of study of your school tend to provide the elements given below:

a. Health? _____

b. Social-civic? _____

c. Vocational-economic? _____

d. Cultural-recreational? _____

2. a. In what other ways, besides the subjects taught in school, is the health of the pupils taken care of? _____

b. The *social-civic* purpose? _____

c. How can a pupil serve his school? _____

3. *To see how the town serves its inhabitants and how these should in turn serve the town.*

Exercises

1. Name ten advantages afforded by a town to its inhabitants.

a. _____

c. _____

b. _____

d. _____

- e. _____ h. _____
 f. _____ i. _____
 g. _____ j. _____

2. Name five ways in which you can help your town.

- a. _____ d. _____
 b. _____ e. _____
 c. _____

4. *To see the benefits bestowed by the Insular Government upon the people and how the people should serve the best interests of the Island.*

Exercises

1. Name five ways in which the Insular Government is promoting the welfare of the people of Porto Rico.

- a. _____
 b. _____
 c. _____
 d. _____
 e. _____

2. Give a brief oral statement of how the people of Porto Rico should help the government of the Island in promoting the welfare of its inhabitants.

5. *To bring before the people of Porto Rico the benefits derived from our association with the nation and to discover how we could serve the best interests of the nation.*

Exercises

1. a. What is the National Guard? How is it supported? How much is spent in buildings? In salaries? Who pays each of these items? _____

b. Why do we have a regiment of the standing army here? Who pays for it? Who are the members of this regiment? _____

c. What is the difference between the National Guard and the standing army? _____

d. In what ways are you helped by either of them or by both? _____

2. What is the American Red Cross? In what ways have you received any benefit from the American Red Cross? _____

Supplementary Work

1. Work of the Junior Red Cross.
2. How the American Red Cross aided the people of Porto Rico after the hurricane of September 13, 1928.
3. "The Bands of Mercy."
4. "Civic Leagues" and other community projects.
5. Stories of work done by Juniors of Porto Rico in times of distress.

PLAY AND AMUSEMENTS

PROJECT III

How the community is satisfying the needs of the people for play and amusements.

Problems

1. To make a survey of the kinds of play and amusements of your community.
2. To clip news showing the different forms of play and amusements in Porto Rico.
3. To see how the schools are providing in their courses of study for play and amusements.
4. To see how the municipal and Insular governments are offering facilities for play and recreation.
5. To formulate a program to provide facilities for play and amusements in your municipality.

1. *To make a survey of the kinds of play and amusements of your community.*

Exercises

1. After each of the facilities given on page 14, write "yes," if it is provided in your municipality, and indicate whether by the Insular Government, the municipal governments, the schools, the American Red Cross, private parties, etc.

<i>Facilities</i>	<i>Given?</i>	<i>Provided by:</i>
(1) Art galleries _____		
(2) Baseball fields _____		
(3) Basket ball courts _____		
(4) Boy Scouts _____		
(5) Bathing beaches _____		
(6) Boxing stadiums _____		
(7) Fishing grounds _____		
(8) Girl Scouts _____		
(9) Golf courses _____		
(10) Gymnasiums _____		
(11) Hiking grounds _____		
(12) Museums _____		
(13) Public libraries _____		
(14) Public concerts _____		
(15) Parks _____		
(16) Playgrounds _____		
(17) Play streets _____		
(18) Radio concerts _____		
(19) Recreation centers _____		
(20) Skating rinks _____		
(21) Swimming towers _____		

<i>Facilities</i>	<i>Given?</i>	<i>Provided by:</i>
(22) Swimming pools _____		
(23) Track fields _____		
(24) Tennis courts _____		
(25) Theaters (Moving pictures)		
(26) Theaters (Drama) _____		
(27) Volley ball courts _____		
(28) _____		
(29) _____		
(30) _____		

2. To clip news showing the different forms of play and amusements in Porto Rico.

Exercises

1. Clip from newspapers different kinds of news about play and recreation in Porto Rico. Read some in class.

2. Paste at least two of these clippings on this page and the next of your workbook.

3. *To see how the schools are providing in their courses of study for play and amusements.*

Exercises

1. *a.* Name four ways in which your school is providing for play and amusements in its courses of studies.

(1) _____

(2) _____

(3) _____

(4) _____

b. Which of the following activities provide for play? Which for amusements? (Underscore *once* those for play; *twice*, those for amusements):

Arithmetic, Physical Training, English, Spanish, Recess, Geography, Opening Exercises, Agriculture, Health Education, Dramatic Club, English Club, Nature Study, Civics, History.

2. The course of study in physical education provides for different kinds of activities for each grade. In the spaces below, indicate with a check mark (✓) which are given in each grade.

<i>Activities</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>
(1) Calisthenics _____								
(2) Motion songs _____								
(3) Baseball _____								
(4) Folk dances _____								
(5) Games _____								

4. To see how the municipal and Insular governments are offering facilities for play and recreation.

Exercises

1. a. See Problem 1, page 13, and from the data under Exercise 1 (p. 14) write down those facilities provided in your community by the municipal government.

(1) _____ (4) _____

(2) _____ (5) _____

(3) _____

b. Does the municipality have any plan to build a field, to improve the school yard, or to offer any other facilities for play and amusements? _____

2. *a.* See Problem 1, page 13, and from the data recorded under Exercise 1 (p. 14) select those facilities provided in your locality by the Insular Government.

- (1) _____ (4) _____
(2) _____ (5) _____
(3) _____

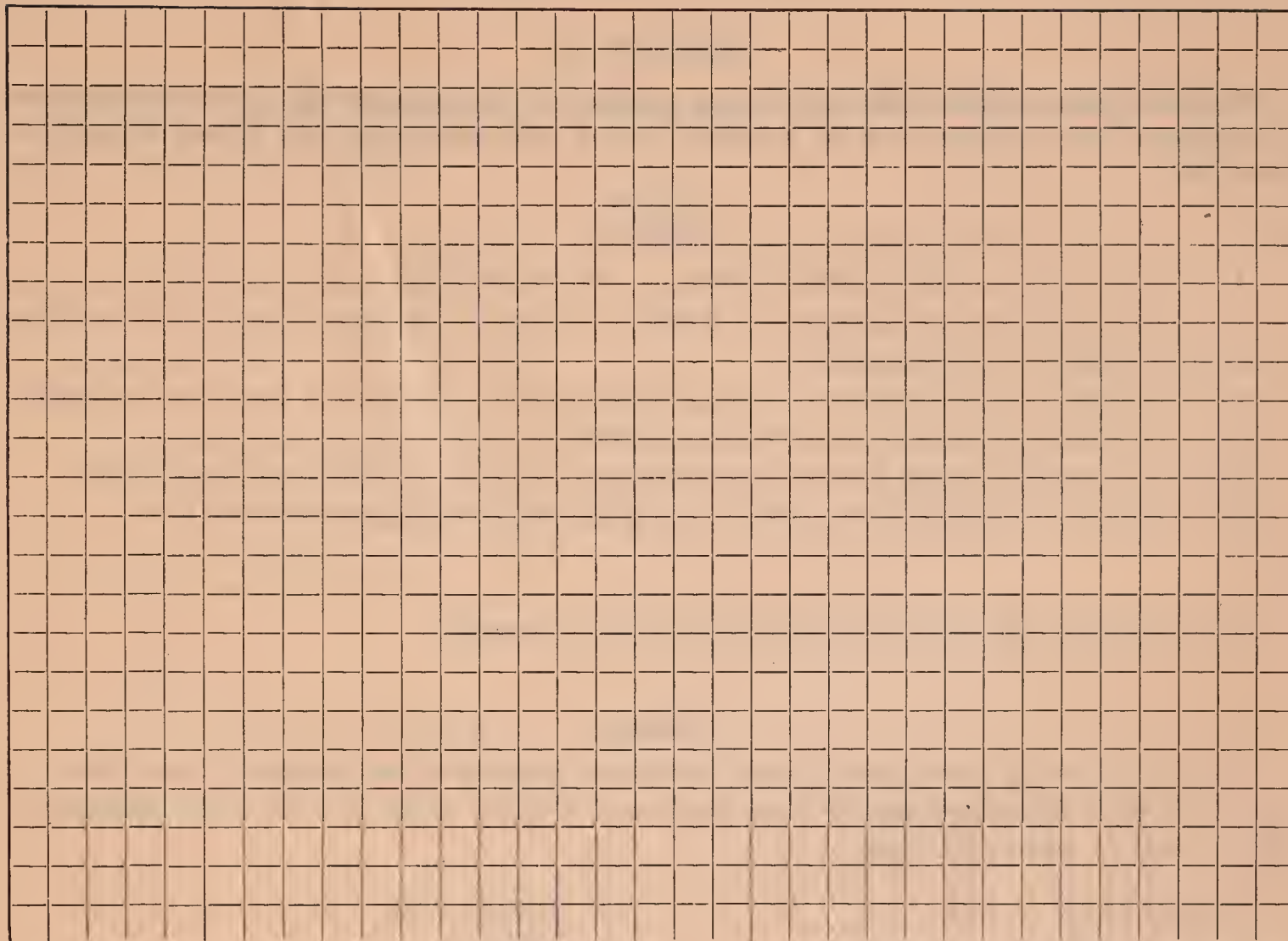
b. Is there an athletic commission in Porto Rico? If so, what are its duties? _____

5. *To formulate a program to provide facilities for play and amusements in your municipality.*

Exercises

1. Draw a plan of your town, indicating location of present facilities, such as theaters, playgrounds, public squares, etc.

PLAN OF THE TOWN OF _____

*Present Facilities:*

- a. Baseball field
- b. Public library
- c. _____
- d. _____

Proposed Facilities:

- a. Stadium
- b. Volley ball courts
- c. _____
- d. _____

2. a. Indicate on the plan above the improvements that you suggest for additional play and amusement facilities.

b. Mark the location of each school building with the letter "S."

Supplementary Work

1. Make a list of indoor and outdoor plays in which school children engage.
2. What is the meaning of "leisure"? What do you do at leisure time?
3. Make an oral report about the work of Boy Scouts; of Girl Scouts.

HEALTH PROBLEMS

PROJECT IV

To have pupils understand the chief health problems in their communities, learn what agencies are helping in the solution of these problems, and in what connection the schools should lend their aid.

Problems

1. To discover the chief health problems of the community.
2. To see what the Department of Health is doing to eradicate these evils, and how it is being helped by other agencies.
3. To study the best means of keeping the water pure and the air free from pollution, and to find out how these means are being applied.
4. To see what is being done to keep food pure, and how diseases are controlled.
5. To see how the schools can help in keeping and fostering public health.

1. *To discover the chief health problems of the community.*

Exercises

1. The following are the chief health problems in most of the towns of Porto Rico. If any of them is also a problem in your town, put a check mark (✓) after it. Blanks are left for you to add more items.

- | | |
|--------------------------------------|---|
| a. Impure water _____ | k. Impure food _____ |
| b. Garbage disposal _____ | l. Malaria _____ |
| c. Typhoid fever _____ | m. Tuberculosis _____ |
| d. Dusty streets _____ | n. No place for school children to play _____ |
| e. Dirty <i>patios</i> _____ | o. Poor ventilation of houses _____ |
| f. Smoke from factories _____ | p. _____ |
| g. Foul odors from sewers _____ | q. _____ |
| h. Overcrowded schoolrooms _____ | r. _____ |
| i. Overcrowded factories _____ | s. _____ |
| j. Overcrowded living quarters _____ | t. _____ |

2. From the above list select the five most important problems and write them down in the order of their importance.

- a. _____
- b. _____
- c. _____

- d. _____
- e. _____

2. *To see what the Department of Health is doing to eradicate these evils, and how it is being helped by other agencies.*

Exercises

1. Tell briefly how the Department of Health (or the municipal authorities) are trying to solve these problems.

- a. Impure water _____
- b. Garbage disposal _____
- c. Dusty streets _____
- d. Overcrowded houses _____
- e. Impure food _____
- f. Poor ventilation of houses _____
- g. Diseases _____
- h. _____
- i. _____
- j. _____
- k. _____
- l. _____
- m. _____
- n. _____
- o. _____
- p. _____

2. Name three other agencies that are cooperating with the Department of Health (and municipal authorities) to improve the health of the community.

a. _____

b. _____

c. _____

3. *To study the best means of keeping the water pure and the air free from pollution, and to find out how these means are being applied.*

Exercises

1. a. (1) From where does your community secure its water? _____

(2) What makes you believe that it is pure? _____

(3) Are there animals grazing above the place from which the water is taken? _____

(4) Is there a filtering plant? _____

(5) A chlorine plant? _____

b. Name three ways of keeping water pure. If these means are in force in your community, indicate them with the word "yes," after each.

(1) _____

(2) _____

(3) _____

2. a. (1) Has every house in your community a garbage can? _____

(2) If not, how many out of every ten? _____

(3) Where is the garbage deposited? _____

(4) Is it burned or left there to rot? _____

(5) At night, how does air enter your sleeping room? _____

(6) Is there a factory in your community? _____

(7) Are the workers overcrowded? _____

- (8) Are the streets of your community dusty? _____
- (9) Do you have a "cleaning-up" day every year? _____
- (10) When did you have the last "cleaning-up" day? (State day and month) _____

b. Describe briefly how your community is solving the following problems.

- (1) Cleaning the streets _____
- (2) Disposing of the garbage _____
- (3) Cleaning the yards _____

4. *To see what is being done to keep food pure, and how diseases are controlled.*

Exercises

1. a. What is done by the Federal Government to have pure food sold to the public?

- b. By the Insular Government? _____

- c. By other local agencies, public or private? _____

d. Paste on this page two labels of canned foods which indicate that they have been prepared in accordance with food laws passed by Congress.

2. *a.* Name the five most common diseases in your community.

(1) _____

(4) _____

(2) _____

(5) _____

(3) _____

b. Tell how they are being attacked by the health authorities, using a sentence for each disease.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

5. *To see how the schools can help in keeping and fostering public health.*

Exercises

1. a. What provisions do you have in your daily program for health teaching? _____

b. For recesses? _____

c. For physical training? _____

d. Do you have individual drinking cups? _____

e. Sanitary drinking fountains? _____

f. Who clean the *patio*? _____

g. Who sweep the floors and clean the blackboards? _____

h. Where is the garbage deposited? _____

i. Have you been vaccinated? _____

j. Does the light reach your desk from the back, right, front, or left? _____

2. Indicate five ways in which you can help the community in keeping and fostering health.

a. _____

- b. _____
- c. _____
- d. _____
- e. _____

Supplementary Work

1. Organization of a Health Department in the building, with health inspectors and a Commissioner of Health.
2. Organization and carrying out of a "cleaning-up" day.
3. A five-minute talk from the local health inspector.

INDUSTRIAL CONDITIONS AND PROBLEMS

PROJECT V

To have pupils know the industrial enterprises of the community, the possibilities for new industries, the chief industrial problems in the locality, the advantages of having local factories, and what the schools are doing to meet the problem of vocational training.

Problems

1. To make a survey of local industries.
2. To determine what are the chief industrial problems of the community.
3. To find out the chief industrial possibilities in the community.
4. To determine the advantages of having factories in the municipality.
5. To see what the schools are doing to solve the problem of vocational training.

1. *To make a survey of local industries.*

Exercises

1. *Assignment:* Divide the class into groups of three to five. Have each group visit a different factory and report individually.

REPORT OF A VISIT TO _____

2. *To determine what are the chief industrial problems of the community.*

Exercises

1. Below is a list of problems that may be met in Porto Rico. Which of them are also met by your community? (Write "yes" or "not." In case of doubt, put a question mark "?")

- a. Lack of skilled labor? _____
- b. Lack of unskilled labor? _____
- c. Unemployment? _____ Which, *a* or *b*? _____
- d. Frequent strikes? _____
- e. Low wages? _____
- f. Child labor laws not enforced? _____
- g. Trusts controlling business? _____
- h. No banks in the town? _____
- i. Farms not improved? _____
- j. No ready market for local finished products? _____
- k. The population not increasing? _____
- l. Small farms sold? _____
- m. Not conserving natural resources? _____
- n. Not developing natural resources? _____
- o. Water power not available? _____

2. Describe one way in which you can improve *any one* of the above conditions.

3. *To find out the chief industrial possibilities in the community.*

Exercises

1. a. Is the corn consumed in your locality imported or grown in the neighborhood?

b. Is the meat imported or not? _____

c. Shoes? _____

d. Ready-made clothing? _____

e. Lumber? _____

f. Rice? _____

g. Furniture? _____

h. Beans? _____

i. Hardware? _____

j. Cigarettes? _____

2. Note down twenty finished products consumed in your municipality, the raw materials from which each is made, and possibilities of their production in your municipality or in any other municipality of Porto Rico.

No.	Finished Product	Raw Materials	Possibilities of Production in Porto Rico
(1)			
(2)			
(3)			
(4)			
(5)			
(6)			

<i>No.</i>	<i>Finished Product</i>	<i>Raw Materials</i>	<i>Possibilities of Production in Porto Rico</i>
(7)			
(8)			
(9)			
(10)			
(11)			
(12)			
(13)			
(14)			
(15)			
(16)			
(17)			
(18)			
(19)			
(20)			

4. *To determine the advantages of having factories in the municipality.*

Exercises

1. a. Name a good effect of the establishment of factories upon:

- (1) Wages _____
- (2) Transportation _____
- (3) Commerce _____
- (4) Municipal improvements _____
- (5) Recreation facilities _____

2. Write a paragraph about the advantages of having factories in the municipality. (Include the answers given in exercise on page 30 and add more.)

5. *To see what the schools are doing to meet the problem of vocational training.*

Exercises

1. a. What provisions in the curriculum of the rural schools are intended to teach the pupils a trade? _____

b. What provisions in the curriculum of the elementary urban schools? _____

c. In the curriculum of the high and continuation schools? _____

2. Give an oral report about *one* of the following:

- a. "Baldorioty de Castro Technical School."
- b. "Roosevelt Industrial School," at Ponce.
- c. The "second-unit" schools.

Supplementary Work

1. Meaning and purpose of "labor unions."
2. The manufacturing of sugar cane.
3. The manufacturing of cigars.

VOCATIONS

PROJECT VI

To make a survey of pupils' vocations; to find the average wages paid for the most common types of skilled labor; to see the type of training given at certain industrial schools; and to have pupils indicate what they plan to do after leaving school.

Problems

1. To find out what kind of work pupils like, and the reasons.
2. To find out the wages paid for the most common types of skilled labor in Porto Rico.
3. To study the work of the "second-unit" schools.
4. To see how a difference in training brings a difference in salary.
5. To have pupils indicate what they plan to do after leaving school and what they are doing to accomplish their aims.

1. *To find out what kind of work the pupils like, and the reasons.*

Exercises

1. Indicate below five kinds of work that you like best, and give your reasons.

a. _____

b. _____

c. _____

d. _____

e. _____

2. Indicate five kinds of work that you like the least, and give your reasons.

a. _____

b. _____

c. _____

d. _____

e. _____

2. *To find out the wages paid for the most common types of skilled labor in Porto Rico.*

Exercises

1. Find out what are the most common types of skilled laborers in your municipality.

a. _____

f. _____

b. _____

g. _____

c. _____

h. _____

d. _____

i. _____

e. _____

j. _____

2. a. Find out what weekly wages are paid to the following.

<i>Workers</i>	<i>Weekly Wages</i>	<i>Training</i>
(1) Carpenters _____		
(2) Cabinet makers _____		
(3) Bricklayers _____		
(4) Street cleaners _____		
(5) <i>Peones</i> _____		
(6) Painters _____		
(7) Auto mechanics _____		
(8) Charcoal venders _____		
(9) Plumbers _____		
(10) Blacksmiths _____		
(11) Shoemakers _____		
(12) Cooks _____		
(13) Street venders _____		
(14) House servants _____		
(15) _____		
(16) _____		
(17) _____		
(18) _____		
(19) _____		
(20) _____		

b. How does the group comprising cooks, house servants, street cleaners, charcoal venders, street venders, and *peones* compare with the group of plumbers, auto mechanics, painters, and cabinet makers? How do you account for the difference?

3. *To study the work of the "second-unit" schools.*

Exercises

1. a. Give three of the aims of the "second-unit" schools.

(1) _____

(2) _____

(3) _____

b. Name two types of work offered.

To Girls

To Boys

(1) _____	(1) _____
(2) _____	(2) _____

2. Write a brief paragraph telling how the training given in the "second-unit" schools will help the pupils after they leave school.

4. *To see how a difference in training brings a difference in salary.*

Exercises

1. *a.* Name five occupations open to eighth-grade graduates.

- | | |
|-----------|-----------|
| (1) _____ | (4) _____ |
| (2) _____ | (5) _____ |
| (3) _____ | |

b. Name five occupations open to high-school graduates.

- | | |
|-----------|-----------|
| (1) _____ | (4) _____ |
| (2) _____ | (5) _____ |
| (3) _____ | |

c. Name five occupations open to college graduates.

- | | |
|-----------|-----------|
| (1) _____ | (4) _____ |
| (2) _____ | (5) _____ |
| (3) _____ | |

2. Compare the average (or known) salaries in each group with the average (or known) salaries in the other groups. How do you account for the difference?

5. *To have pupils indicate what they plan to do after leaving school and what they are now doing to accomplish their aims.*

Exercises

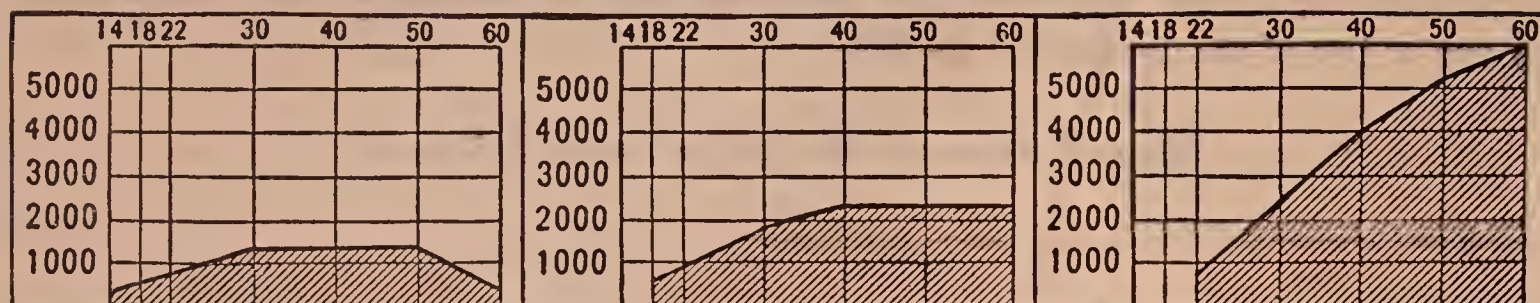
1. Write a composition on the subject given below. The written composition should be preceded by a short discussion of the themes and the oral rendering of their composition by one or two of the members of the class.

WHAT I PLAN TO DO AFTER LEAVING SCHOOL

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Supplementary Work

1. Draw conclusions from the graphs given below:



E. W. Lord

Graph I. — The Untrained Man. He starts as a boy of fourteen — reaches maximum income at thirty. Since his income is largely dependent on manual dexterity, it falls off at fifty or earlier to a point below self-support.

Total earnings from fourteen to sixty, about \$45,000. Not more than \$2,000 is earned in the years that would have given him a high school education.

Graph II. — The High School Graduate. He goes to work at eighteen, passes the maximum of the untrained man, and rises steadily to his own maximum of approximately \$2,200 at forty.

Total earnings from eighteen to sixty, about \$78,000. The \$33,000 more than that earned by the untrained man represents cash value of high school course.

Graph III. — The College or Technical School Graduate. His permanent earnings begin at twenty-two.

Since his income is dependent upon his mental ability, it increases instead of diminishing with the years. The average of \$6,000 at sixty is often surpassed.

Total earnings from twenty-two to sixty (not including anything earned during the college period), \$150,000.

From Massachusetts Dept. of Labor

COMMUNICATION AND TRANSPORTATION

PROJECT VII

To study the development of the means of communication and transportation.

Problems

1. To find out what are the present means of communication.
2. To compare the present means of communication with those found in 1775.
3. To find out what are the present means of transportation.
4. To compare the present means of transportation with those found in 1775.
5. To determine what improvements should be made to solve the new problems brought about by the increase of the means of communication and transportation.

1. *To find out what are the present means of communication.*

Exercises

1. State *one* service rendered by each of the following means of communication.

- a. Radio _____

- b. Press _____
- c. Telephone _____
- d. Telegraph _____
- e. Post Office _____

2. Name *five* others means of communication.

2. *To compare the present means of communication with those found in 1775.*

Exercises

1. a. Compare how letters were sent then and now, indicating time required, cost, etc.

b. Compare an old type of printing press (the one used by Franklin) with a modern type as to number of copies printed, size of newspapers, range or variety of news, etc.

2. Indicate with a number before each the order in which the following appeared:
canoe, horse, radio, foot, post office, automobile,
airplane, telegraph, telephone.

3. *To find out what are the present means of transportation.*

Exercises

1. Indicate below ten means of transportation.

- | | |
|----------|----------|
| a. _____ | f. _____ |
| b. _____ | g. _____ |
| c. _____ | h. _____ |
| d. _____ | i. _____ |
| e. _____ | j. _____ |

2. a. Write down the *five* means of transportation most used in your community, in the order of their importance.

- | | |
|-----------|-----------|
| (1) _____ | (4) _____ |
| (2) _____ | (5) _____ |
| (3) _____ | |

b. Name *five* means of transportation common in colonial times, but seldom used now.

- | | |
|-----------|-----------|
| (1) _____ | (4) _____ |
| (2) _____ | (5) _____ |
| (3) _____ | |

4. *To compare the present means of transportation with those found in 1775.*

Exercises

1. Each pupil will give orally a report of present means of transportation contrasted with those used in 1775. Note the time taken, the bulk carried, the comfort then and now, roads and canals then and now, etc.

5. *To determine what improvements should be made to solve the new problems brought about by the increase of the means of communication and transportation.*

Exercises

1. Tell what the cities, the state governments, or the Federal Government are doing in connection with the following.

- a. Airports _____
- b. Radio _____
- c. Street lighting _____
- d. Wharves _____
- e. Street corners _____
- f. Turns in roads _____
- g. Traffic police _____
- h. Parking autos _____
- i. Bridges _____
- j. Canals _____

Supplementary Work

- 1. Write a telegram, using an official blank form.
- 2. Fill out an application blank for a postal money order.
- 3. Study the lives of Marconi, Fulton, Bell, Morse, Wright, etc.

URBAN IMPROVEMENTS**PROJECT VIII**

To see what efforts your community is making to become beautiful and healthful.

Problems

- 1. To see what improvements are needed in your community.
- 2. To enumerate the chief public buildings in the community and to see how they are cared for.
- 3. To see what provisions your community has made for parks and playgrounds.
- 4. To have the Municipal Director of Public Works explain to the pupils the plans of the local administration for the improvement of the community.

Alternative: To have the pupils suggest how improvements may be made in the community.

- 5. To see what other communities are doing in the way of improvements.

1. *To see what improvements are needed in your community.*

Exercises

1. There are ten items listed below. For the purpose of guiding you, each one has a given value of 10 points, or a total of 100 points. Assign points to each item and see how your locality comes out. To help you do it more accurately, some explanations are given after the list of items.

<i>Item</i>	<i>Weight</i>	<i>Your Estimate</i>
(1) Streets _____	10	
(2) Municipal Hall _____	10	
(3) School buildings _____	10	
(4) Private residences _____	10	
(5) Public squares _____	10	
(6) Playgrounds _____	10	
(7) Vacant lots _____	10	
(8) Cemetery _____	10	
(9) Market place _____	10	
(10) Others _____	10	

EXPLANATIONS

(1) Take off 1 point for a dark street; 1, for overhead wires; 1, for unsightly signs; 1, for lack of trees; 1, for lack of sidewalks; 1, for dirty or dusty street.

(2) Take off 1 point for lack of paint; 1, for repairs needed; 1, for poor appearance; 1, for dirt or marks on the walls.

(3) Take off 1 point for lack of a fence; 1, for lack of a garden; 1, for lack of paint; 1, for marks on the walls; 1, for repairs needed; 1, for poor appearance.

(4) Take off 1 point for lack of sidewalks; 1, for lack of gardens; 1, for poor appearance; 1, for lack of paint; 1, for need of repairs.

(5) Take off 1 point for lack of trees; 1, for dirt; 1, for lack of lawns; 1, for lack of seats; 1, for lack of flowers.

(6) Take off 4 points for lack of equipment; 1, for lack of a fence.

(7) Take off 1 point for lack of a fence; 1, for rubbish; 1, for general appearance.

(8) Take off 1 point for lack of walks; 1, for lack of lawns; 3, for lack of fence; 1, for lack of paint; 1, for general appearance.

(9) Take off 1 point for lack of paint; 1, for lack of wire netting; 1, for dirt; 1, for foul odor; 1, for general appearance.

(10) Take off 1 point for lack of a library; 1, for lack of a theater; 1, for lack of a hospital; 1, for lack of an aqueduct; 1, for lack of sewers; 1, for lack of a Fire Department; 1, for lack of electric light.

2. To enumerate the chief public buildings of your community and to see how they are cared for.

Exercises

1. Fill out the blanks below. The first column indicates the chief public buildings in some of our communities. Add names, if necessary. The second, how each is cared for. The third, the repairs each needs.

<i>Public Buildings</i>	<i>How Cared For</i>	<i>Repairs Needed</i>
(1) Municipal theater _____		
(2) City Hall _____		
(3) Market place _____		
(4) Schools _____		
(5) Cemetery _____		
(6) Park or playground _____		
(7) Library _____		
(8) Slaughter-house _____		
(9) Hospital _____		
(10) Fire Department _____		
(11) _____		

<i>Public Buildings</i>	<i>How Cared For</i>	<i>Repairs Needed</i>
(12) _____		
(13) _____		
(14) _____		
(15) _____		

3. *To see what provisions your community has made for parks and playgrounds.*

Exercises

1. a. Where do children play at home? _____

- b. At school? _____
- c. After leaving school? _____
- d. Is there an equipped playground at each school? _____
- e. How many school buildings do not have an equipped playground? _____
- f. Is there any other equipped playground besides the school's? _____ If so
where? _____
- g. Do the schools plan to make a playground or athletic field? _____
- h. Is there a private playground or stadium? _____
- i. What is it used for? _____
- j. Where do school children play during recess? _____

- k. Is there a Y.M.C.A. building, or a building belonging to any other sporting or-
ganization or institution? _____

4. *To have the Municipal Director of Public Works explain to the pupils the plans of the local administration for the improvement of the community.*

Alternative: In case it is not possible for the Municipal Director of Public Works to address the pupils on this subject, there should be an informal discussion of how the town may be improved.

Certain topics, as the following, should receive emphasis:

- | | |
|---------------------------------|-----------------|
| a. Streets | d. Vacant lots |
| b. Public and private buildings | e. Sewers, etc. |
| c. Parks and playgrounds | |

5. *To see what other communities are doing in the way of improvements.*

Exercises

1. Paste on this page and on the next page of your workbook pictures of:
 - a. The Capitol at San Juan
 - b. The School of Tropical Medicine
 - c. The Central High School at San Juan
 - d. The Baldorioty School at San Juan
 - e. The Atheneum of Porto Rico
 - f. The Lluberas Park at Yauco
 - g. Newly erected buildings in different parts of the Island, showing civic improvements made by the municipalities.



Supplementary Work

1. Reports by pupils about other cities.
2. Making an album of Porto Rico, showing civic improvements.
3. Making a chart, indicating improvements made in some of the towns and cities of Porto Rico.

RURAL IMPROVEMENTS

PROJECT IX

To see what means are being put in force to improve rural conditions in Porto Rico.

Problems

1. To ascertain what are the chief problems of the rural sections of the Island.
2. To determine who should solve these problems.
3. To find out what your municipal government is doing to improve rural conditions.
4. To find out what the Insular Government is doing to improve rural conditions.
5. To debate the advantages and disadvantages of establishing villages in the rural sections.

1. *To ascertain what are the chief problems of the rural sections of the Island.*

Exercises

1. Indicate (underline) which of the following problems are found in the rural sections of your municipality:

Lack of insular roads; lack of municipal roads; no amusements; no labor-saving machines; no medical attendance; impure water supply; people poorly dressed; people poorly fed; people affected with uncinariasis; no police protection; low wages; markets too far from the place of production.

2. Of the items indicated above, name three which, if solved, will greatly hasten the solution of the others, stating reasons for your choice.

a. _____

b. _____

c. _____

2. *To determine who should solve these problems.*

Exercises

1. You will find below a list of the chief problems of Porto Rico. In column 2, name who is better able to solve each problem, whether the municipal government, the Insular or the Federal Government, or the people themselves. Add items, if you can think of others.

<i>Problems</i>	<i>Who should solve them?</i>
(1) No insular roads (chief roads) _____	
(2) No municipal roads (country roads) _____	
(3) No amusements _____	
(4) No labor-saving machines _____	
(5) No medical attendance _____	
(6) Impure water _____	
(7) People poorly dressed _____	
(8) People poorly fed _____	
(9) People affected with diseases _____	
(10) No police protection _____	
(11) Low wages _____	
(12) Markets too far from sources of production	
(13) Means of transportation _____	
(14) Other means of communication _____	
(15) _____	
(16) _____	
(17) _____	

3. *To find out what your municipal government is doing to improve rural conditions.*

Exercises

1. Indicate what your municipal government is doing in connection with the following rural improvements:

a. Road construction _____

b. Construction of aqueducts _____

c. Providing medical attendance _____

d. Offering other advantages to the country people _____

2. a. Which of the following improvements may be made in the rural sections by the municipal government? (Answer "yes" or "no.")

____ (1) Establishing postal routes.

____ (2) Consolidating rural schools.

____ (3) Building moving-picture theaters.

____ (4) Increasing the wages of the laborers.

____ (5) Affording police protection.

b. Give one good reason for each answer.

4. *To find out what the Insular Government is doing to improve rural conditions.*

Exercises

1. Indicate what the Insular Government is doing to improve rural conditions along the following lines:

a. Road construction _____

b. Common diseases _____

c. Enforcement of labor laws _____

d. Consolidation of rural schools _____

e. Affording police protection _____

f. Offering other advantages to the country people _____

2. *Alternative.* (This exercise may be substituted for Exercise 1, at the option of the teacher.)

Tell briefly what each of the following insular departments and agencies is doing to protect the country people and improve rural conditions:

a. Department of Agriculture

(1) _____

(2) _____

(3) _____

b. Department of Education

(1) _____

(2) _____

(3) _____

c. Department of Health

(1) _____

(2) _____

(3) _____

d. Other departments and agencies

(1) Police _____

(2) Courts _____

(3) Bureau of Weights and Measures _____

- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____

5. *To debate the advantages and disadvantages of establishing villages in the rural sections.*

Exercises

1. Informal debate of above question.
2. Each one will write down briefly a summary of arguments presented on each side.

<i>Advantages</i>	<i>Disadvantages</i>
(1) _____	(1) _____
_____	_____
(2) _____	(2) _____
_____	_____
(3) _____	(3) _____
_____	_____
(4) _____	(4) _____
_____	_____
(5) _____	(5) _____
_____	_____

Supplementary Work

1. How is the College of Agriculture helping the farmers of Porto Rico?
2. Meaning and purpose of Farmers' Associations.
3. Bringing to class pictures and articles about the life of the rural sections of Porto Rico.

PART II—THE MUNICIPAL GOVERNMENT

THE MUNICIPAL GOVERNMENT

PROJECT X

To have a general idea of the organization and work of the municipal government.

Problems

1. To study briefly the structure of the municipal government.
2. To study the Mayor, how he is chosen, his powers and duties.
3. To study briefly the membership, powers, and duties of the Municipal Assembly.
4. To find the names and duties of other municipal officers.

1. *To study briefly the structure of the municipal government.*

Exercises

1. The municipal government has three branches: the law-making branch, the executive branch (which enforces the laws), and the judicial branch.

After each of the names below, write the name of the branch to which it belongs.

a. Mayor _____

b. Municipal Assembly _____

c. Director of Public Works _____

d. Municipal Director of Health _____

e. Municipal Court _____

2. a. Who may sell the Municipal Theater? _____

b. Who appoints the employees of the municipal government? _____

c. What municipal officer takes care of the streets and plazas? _____

2. *To study the Mayor, how he is chosen, his powers and duties.*

Exercises

1. a. Who is the Mayor of your town? _____

 - b. How is he chosen? _____

 - c. Name *two* things he may do _____

 - d. Name *two* things he must do _____

 - e. Name *two* things he may not do _____

2. a. What is the salary of the Mayor of your town? _____
 - b. Name *two* officers appointed by him _____

 - c. The Mayor of the town wants to sell a municipal building. May he do that? Why?

3. *To study briefly the membership, powers, and duties of the Municipal Assembly.*

Exercises

1. a. How many members in the Municipal Assembly of:

(1) Ponce _____	(4) Coamo _____
(2) Barranquitas _____	(5) Your town _____
(3) Guayama _____	

b. Explain why they do not have the same number _____

2. a. Name three powers of the Municipal Assembly.

(1) _____

(2) _____

(3) _____

b. (1) May your municipality pass a law to reorganize the postal service? _____

(2) The police? _____

(3) The teaching of English in the schools? _____

4. *To find the names and duties of other municipal officers.*

Exercises

1. In the left column write the names of other municipal officers, besides the Mayor and the members of the Municipal Assembly. In the right column tell briefly what each one does.

<i>Other Officers</i>	<i>What Each One Does</i>
(1) School Director _____	
(2) _____	
(3) _____	
(4) _____	
(5) _____	
(6) _____	
(7) _____	

<i>Other Officers</i>	<i>What Each One Does</i>
(8) _____	
(9) _____	
(10) _____	

Supplementary Work

1. How are municipalities classified in Porto Rico?
2. Find out who are the members of the Municipal Assembly of your town. May a woman be a member of the Municipal Assembly?
3. Give a report to the class about the organization and work of the Civil Register.

THE MAYOR

PROJECT XI

To study about the office of mayor.

Problems

1. To study the qualifications necessary to be eligible to hold the office of the Mayor.
2. To see how the Mayor is chosen; when; for how long; how he may be removed from office.
3. To begin studying the powers of the Mayor.
4. To finish studying the powers of the Mayor.
5. To study the duties of the Mayor.

1. *To study the qualifications necessary to be eligible to hold the office of the Mayor.*

Exercises

1. a. Who is the Mayor of your town? _____

- b. How long did he reside in your town before he was chosen for that position? _____

- c. How old is he? _____

d. May a Spaniard be Mayor of your town? _____

e. Why or why not? _____

f. The Mayor of the town of *X* was born in Seville, Spain. How may he be a Mayor in Porto Rico if he was not born here? _____

g. Mr. Joaquín Díaz is Mayor at *Y*, a town in Porto Rico. He was selected for the position after having resided in the municipality for six months before the election. Is he legally holding the position of Mayor? Give reasons for your answer.

h. Mr. Juan Sánchez is Mayor at *Z*, a town in Porto Rico, having resided for two years before his election in Limón, one of the *barrios* of the municipality. Is he legally holding the position of Mayor if he complies with the requisites of age and citizenship, and knows how to read and write? Give reasons for your answer.

i. Mr. Isidro Pérez is a candidate for Mayor. He went to jail for one month, for a minor offense. If he is elected to the office, can he be Mayor of the town? Give reasons for your answer?

2. Indicate below five of the qualifications required to be elected Mayor.

a. _____

b. _____

c. _____

d. _____

e. _____

2. *To see how the Mayor is chosen; for how long; when; how he may be removed from office.*

Exercises

1. a. How was the Mayor of your town chosen? _____

b. How are Mayors chosen? _____

c. If a Mayor dies in office, how is the vacancy filled? _____

d. In what other ways may the office of Mayor be made vacant, besides by death of incumbent? (Name three instances.)

(1) _____

(2) _____

(3) _____

e. For how long a term are Mayors chosen? _____

f. When? _____

g. What is impeachment? _____

i. Who may impeach the Mayor? _____

2. a. Write a short biography of the Mayor of your town.

b. Illustrate it with his picture.

THE MAYOR OF MY TOWN

*Paste here
a picture of the Mayor
of your town.*

3. *To begin studying the powers of the Mayor.*

Exercises

1. a. By whom is the school janitor appointed? _____

b. The Director of Public Works? _____

c. The Collector of Internal Revenues? _____

d. The Postmaster? _____

e. The caretaker of the cemetery? _____

2. a. From the answers that you have given above, what kind of officers and employees are appointed by the Mayor? _____

b. Name two other employees appointed by the Mayor _____

c. What other powers, besides the appointing power, does a Mayor have? _____

4. *To finish studying the powers of the Mayor.*

Exercises

1. Name five other powers of the Mayor.

a. _____

- b. _____
- c. _____
- d. _____
- e. _____

2. a. The Mayor of *X* asked for funds to build a hospital and the money he collected for this purpose never appeared in the accounts of the Municipal Treasury. May he be accused of violating the law?

b. Suppose the Municipal Secretary is lazy and does not do his work properly. How may he be removed? _____

5. *To study the duties of the Mayor.*

Exercises

1. a. How do the inhabitants of a town know the work done by the Mayor? _____

b. A school band paid from school funds is being used by order of the Mayor to play at public performances. Has he such a right? Give reasons. _____

c. What are the duties of the Mayor in regard to the budget? _____

d. In regard to ordinances approved by the Municipal Assembly and himself, imposing penalties? _____

e. In regard to all ordinances approved by the Municipal Assembly and himself?

2. Write three duties of the Mayor.

a. _____

b. _____

c. _____

Supplementary Work

1. Study of the Commission form of city management.

THE MUNICIPAL ASSEMBLY I

PROJECT XII

To begin studying the organization and functions of the Municipal Assembly.

Problems

1. To begin studying the classes of municipalities.
2. To finish studying the classes of municipalities.
3. To study the qualifications necessary for membership in the Municipal Assembly.
4. To solve problems dealing with the organization, powers, and duties of the Municipal Assembly.
5. To solve problems dealing with the organization, powers, and duties of the Municipal Assembly.

1. *To begin studying the classes of municipalities.*

Exercises

1. a. Upon what basis are municipalities classified, on population, wealth or size? ____

- b. Into how many classes are municipalities divided in Porto Rico? _____

c. Below are the names of ten municipalities, with their population and wealth. Write in the fourth column the class to which each belongs, and give the reason in the fifth.

<i>Name</i>	<i>Population</i>	<i>Wealth</i>	<i>Class</i>	<i>Reason</i>
A	31,145	\$75,188,400	_____	_____
B	33,144	2,906,137	_____	_____
C	15,391	9,111,166	_____	_____
D	26,227	27,212,870	_____	_____

<i>Name</i>	<i>Population</i>	<i>Wealth</i>	<i>Class</i>	<i>Reason</i>
E	7,158	16,457,101		
F	22,602	6,094,100		
G	36,460	3,107,116		
H	18,838	11,692,428		
I	27,513	1,624,209		
J	42,756	864,147		

2. To finish studying the classes of municipalities.

Exercises

1. How many members in the Municipal Assembly of each class of municipalities?

First ____

Second ____

Third ____

2. Fill out the spaces below for the ten towns given in Exercise 1, indicating the number of members in the Municipal Assembly of each town.

<i>Name</i>	<i>Class</i>	<i>Members</i>	<i>Name</i>	<i>Class</i>	<i>Members</i>
A			F		
B			G		
C			H		
D			I		
E			J		

3. To study the qualifications necessary for membership in the Municipal Assembly.

Exercises

1. State the qualifications necessary for membership in the Municipal Assembly, as to:

a. Age _____

b. Sex _____

c. Ability to read and write _____

d. Residence _____

e. Citizenship _____

f. Others _____

4. *To solve problems dealing with the organization, powers, and duties of the Municipal Assembly.*

Exercises

1. a. What is meant by "quorum"?

b. What number constitutes a quorum in municipalities of the

(1) First class? ____ (2) Second class? ____ (3) Third class? ____

c. The law states that all the sessions of the Municipal Assembly must be held in the municipal town hall. Discuss this provision in a paragraph, below.

2. State which of the services given below are rendered by private organizations, which by the municipality, which by the Insular Government, and which by the Federal Government.

<i>Services</i>	<i>Government</i>	<i>Services</i>	<i>Government</i>
(1) Post office _____		(6) Telephone _____	
(2) The church _____		(7) The telegraph _____	
(3) Public lighting _____		(8) Lighthouses _____	
(4) The hospital _____		(9) Plaza concerts _____	
(5) Waterworks _____		(10) Theaters _____	

5. To solve problems dealing with the organization powers, and duties of the Municipal Assembly.

Exercises

1. a. How many municipalities are there in the Island? _____

b. How many belong to each class?

(1) First _____ (2) Second _____ (3) Third _____

c. To which class does your municipality belong? _____

d. What difference would it make if it belonged to either of the other two classes?

2. *a.* What is meant by this: "All municipalities have full legislative and administrative powers in all matters of a purely local nature"? _____

b. Name five matters of a purely local nature.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

Supplementary Work

1. Make a report of a visit to the municipal jail.
2. What are the municipal archives?

THE MUNICIPAL ASSEMBLY II

PROJECT XIII

To finish studying the organization and functions of the Municipal Assembly.

Problems

1. To determine the powers of the Municipal Assembly in regard to the budget and the sale of property belonging to the municipality.
2. To discover the powers of the Municipal Assembly in regard to contracting loans and imposing taxes.
3. To determine the sources of municipal revenues.
4. To solve problems dealing with the powers of the Municipal Assembly.
5. To solve problems dealing with the powers of the Municipal Assembly.

1. *To determine the powers of the Municipal Assembly in regard to the budget and the sale of property belonging to the municipality.*

Exercises

1. a. Who frames the draft of the budget? _____

b. Who approves it? _____

c. When must it be submitted to the Municipal Assembly? _____

d. What per cent of the municipal budget should be devoted to education? _____

e. Does this amount devoted to school purposes include the "School Tax"? _____

f. What is the meaning of "School Tax"? _____

2. a. What is the number of votes required to sell municipal property? _____

b. How many members of the Municipal Assembly of your town must concur to sell any municipal property? _____

2. *To discover the powers of the Municipal Assembly in regard to contracting loans and imposing taxes.*

Exercises

1.
 - a. What majority is required to authorize a loan? _____

 - b. What other limitation is imposed upon the Assembly after the loan is approved by it? _____

 - c. Will both requisites apply also to special taxes? _____
 - d. Has your municipality contracted any loan in recent years? _____

2. Make a list of the works undertaken with money obtained by loans contracted by your municipality.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
 - g. _____
 - h. _____
 - i. _____
 - j. _____

3. *To determine the sources of municipal revenues.*

Exercises

1. Name seven sources of municipal revenues.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

2. Which of the above are sources of revenue in your municipality? (To indicate them, write an X before each letter.)

4. *To solve problems dealing with the powers of the Municipal Assembly.*

Exercises

1. a. Who must first approve any ordinance of a sanitary class before putting it into force? _____

b. The Municipal Assembly of X increased the salary of the Mayor and decreased those of other officers. What would you say about this proceeding? _____

2. a. Find out who are the members of your Municipal Assembly.

(1) _____

(2) _____

- (3) _____ (7) _____
(4) _____ (8) _____
(5) _____ (9) _____
(6) _____

5. *To solve problems dealing with the powers of the Municipal Assembly.*

Exercises

1. a. May a woman be a member of the Municipal Assembly? _____

- b. A Spaniard has lived in Porto Rico twenty years. May he be a member of the Municipal Assembly? Why? _____

- c. What salaries are paid to the members of the Municipal Assembly? _____

2. Your municipality passes an ordinance forbidding the throwing of garbage in the streets under penalty of a fine of \$25 or imprisonment for 10 days. What requisites must be fulfilled before the ordinance can take effect?

PORTO RICO CIVICS

Supplementary Work

1. Make a report to the class on the beggars of the municipality.
2. Secure a copy of an ordinance and study it.
3. Find out what are the duties of the Municipal Auditor.

THE SCHOOL DIRECTOR

PROJECT XIV

To find out the nature of the work done by the School Director.

Problems

1. To find out the name of the present School Director; his salary; when and how he was appointed; his term of office.
2. To find out the qualifications required to become a School Director.
3. To enumerate the powers and duties of the School Director.
4. To finish enumerating the powers and duties of the School Director.
5. To solve problems dealing with the work, powers, and duties of the School Director.

1. *To find out the name of the present School Director; his salary; term of office; when and how chosen.*

Exercises

1. a. Name of School Director _____
- b. Salary _____
- c. How chosen _____
- d. Term of office _____
2. a. Must the School Director be a resident of the municipality? Give reasons for your answer _____

- b. May a teacher in service be a School Director at the same time? Give reasons.

2. *To find out the qualifications required to become a School Director.*

Exercises

1. What qualifications must the School Director have as to:

a. Age? _____

b. Sex? _____

c. Citizenship? _____

d. Residence? _____

e. Conduct? _____

2. Name the different kinds of professionals who may be School Directors.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

3. *To enumerate the powers and duties of the School Director.*

Exercises

1. What are the powers and duties of the School Director in regard to:

a. School property? _____

b. Repairs to school property? _____

c. Loans for school purposes? _____

d. Furniture? _____

e. Janitors? _____

4. *To finish enumerating the powers and duties of the School Director.*

Exercises

1. a. What are the powers of the School Director as to the nomination of teachers?

b. In regard to the punishment of teachers? _____

c. Of pupils? _____

2. a. How are the above enumerated powers of the School Director limited? _____

b. What teachers are not nominated by the School Director? _____

5. *To solve problems dealing with the work, powers, and duties of the School Director.*

Exercises

1. The School Director of Jayuya wishes to order school desks at a total cost of \$850.

State the procedure to follow _____

2. The position of School Director is vacant. The following persons apply:

_____ a. A coffee planter.

_____ b. A high-school graduate.

_____ c. A former teacher.

_____ d. A former Mayor who has no degree or diploma.

_____ e. A poet who did not complete the sixth grade.

Indicate by a "yes" or a "no" before each name whether these candidates are, or are not, qualified to fill the position.

Supplementary Work

1. Enumerate the recent improvements made in the schools.
2. Formulate a schedule of work for the janitor.
3. Find out what was the work of the former school boards.

THE SCHOOL DISTRICT

PROJECT XV

To find out how the school district is organized.

Problems

1. To determine the extent of the school district, the number of towns included in it, and the number of teachers of each class.
2. To find out the salaries of all classes of teachers and the general work of each class.
3. To study the work of the Supervisor of Schools.
4. To finish studying the work of the Supervisor of Schools.
5. To study the work of the school janitor.

1. *To determine the extent of the school district, the number of towns included in it, and the number of teachers of each class.*

Exercises

1. *a.* How many towns in your school district? _____
- b.* Name them _____

2. Give below the number of teachers of each class in your town.
 - a.* Rural teachers _____
 - b.* Urban elementary teachers _____
 - c.* Continuation and high school teachers _____
 - d.* Special teachers _____

2. To find out the salaries of all classes of teachers and the general work of each class.

Exercises

1. Indicate below the salary per month of each class of teachers, and give a brief description of their work.

<i>Class</i>	<i>Salary</i>	<i>Description of Duties</i>
(1) Rural _____		
(2) Graded _____		
(3) High _____		
(4) Acting Principal _____		
(5) English _____		
(6) Manual Training _____		
(7) Domestic Science _____		
(8) Agriculture _____		
(9) Physical Training _____		
(10) _____		

3. To study the work of the Supervisor of Schools.

Exercises

1. Name five duties of the Supervisor of Schools in connection with the work of the pupils.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. State five duties of the Supervisor of Schools in connection with the Department of Education.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

4. *To finish studying the work of the Supervisor of Schools.*

Exercises

1. Mention five things that the Supervisor of Schools has to do in connection with parents.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Name five activities of the Supervisor in connection with his work outside the schools.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

5. *To study the work of the school janitor.*

Exercises

1. Name ten duties of the school janitor.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

2. Write down some rules and regulations for the janitor to follow, if approved by the proper authorities.

RULES AND REGULATIONS FOR JANITORS

Supplementary Work

1. Discuss the topic "How Can the Pupils Help the Janitor in His Work?"
2. What class of teacher would you like to be and why?
3. Debate: *Resolved*: That the school district should consist of only one town.

THE SCHOOL BUDGET

PROJECT XVI

To study the municipal school budget.

Problems

1. To study how the school budget is apportioned among the different school needs.
2. To study the part of the budget that refers to supplies, salaries of municipal teachers and of municipal school employees.
3. To study the part of the budget which refers to the salaries of janitors and care of school property and buildings.
4. To study the part of the budget which refers to new equipment and new buildings.
5. To study the part of the budget that refers to auxiliary agencies.

1. *To study how the school budget is apportioned among the different school needs.*

Exercises

1. a. Indicate below the names of the five main items in the municipal school budget.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

b. Indicate to the right of each the per cent (approximately) that each is of the whole budget.

2. Indicate two items which are at present in the Insular budget and which, in your opinion, should be in the municipal budget:

a. _____

b. _____

2. *To study the part of the budget that refers to supplies, salaries of municipal teachers and of municipal school employees.*

Exercises

1. *a.* What amount is spent in supplies? _____

b. Name some of the supplies bought _____

2. *a.* List below the teachers who receive their salary from municipal school funds. (Use A, B, C, for the names.)

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

b. Indicate below the names and salaries of municipal employees paid from municipal school funds, such as the School Director, clerks, etc. Do not include the janitors.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

3. To study the part of the budget which refers to the salaries of janitors and the care of school property and school buildings.

Exercises

1. *a. Indicate below the names and salaries of the janitors.*

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

b. Name the school buildings and school playgrounds in the municipality.

(1) _____

- (2) _____
- (3) _____
- (4) _____
- (5) _____

2. Discuss briefly how the school property is taken care of.

HOW THE SCHOOL PROPERTY IS TAKEN CARE OF

4. *To study that part of the budget which refers to new equipment and new buildings.*

Exercises

1. Indicate below the amounts appropriated for additional equipment.

- a. _____
- b. _____

c. _____

d. _____

e. _____

2. Indicate below the amounts appropriated for new buildings.

a. _____

b. _____

c. _____

d. _____

5. *To study that part of the budget that refers to auxiliary agencies.*

Exercises

1. Indicate the amounts appropriated for the following agencies and others not given below.

a. School band (Salary of instructor, purchase of instruments, supplies, etc.) _____

b. Dental clinic (Salary of dentist, purchase of instruments, supplies) _____

c. Agriculture (Teacher of agriculture, travelling expenses, seeds, etc.) _____

d. Playgrounds and athletic supplies (Equipment, travelling expenses of instructors, etc.) _____

e. Lunchrooms _____

f. _____

g. _____

h. _____

i. _____

Supplementary Work

1. Have the School Director or the Municipal Treasurer explain to the class the different parts of the budget.
2. To have each pupil make an individual budget of his expenses.
3. To prepare a budget to provide the school building with the things it needs most.

SCHOOLS I

PROJECT XVII

To begin studying the organization and work of the schools of Porto Rico.

Problems

1. To determine the advantages of an education.
2. To find out the school facilities within the reach of every boy and girl in Porto Rico.
3. To compare the facilities for education now existing in Porto Rico with those in 1900.

4. To find out how education is financed in Porto Rico.
5. To find out how the municipal, the Insular, and the Federal governments are helping to educate the people.

1. *To determine the advantages of an education.*

Exercises

1. Write one or two paragraphs telling the advantages of an education.

ADVANTAGES OF AN EDUCATION

2. Name five men or women in your community who have been very successful because of a complete education.

a. _____

b. _____

c. _____

e. _____

d. _____

2. To find out the school facilities within the reach of every boy and girl in Porto Rico.

Exercises

1. Which of the following educational facilities are provided in your municipality, or in the Island of Porto Rico?

<i>Educational Facilities</i>	<i>Places in Porto Rico where they are provided</i>
<i>Common Schools</i>	
(1) Rural schools _____	
(2) Elementary urban schools _____	
(3) Private elementary schools _____	
(4) Night schools _____	
<i>Higher Education</i>	
(1) Continuation schools _____	
(2) High schools _____	
(3) University _____	
(4) Evening high schools _____	
<i>Vocational</i>	
(1) Industrial or trade schools _____	
(2) Business schools _____	
(3) Art schools _____	
(4) Agricultural schools _____	

<i>Educational Facilities</i>	<i>Places in Porto Rico where they are provided</i>
<i>Special</i>	
(1) Reformatory schools _____	
(2) Sunday schools _____	
(3) Schools for illiterates _____	
(4) Schools for the deaf _____	
(5) Schools for the blind _____	
<i>Other Means</i>	
(1) Daily, weekly and monthly press _____	
(2) Libraries _____	
(3) Theaters _____	
(4) Churches _____	
(5) Other clubs and societies _____	

3. To compare the facilities for education now existing in Porto Rico with those in 1900.

Exercises

1. Use numbers, if available, to fill the spaces below.

<i>Educational Facilities</i>	<i>1900</i>	<i>192</i>
<i>Common Schools</i>		
(1) Rural schools _____		
(2) Elementary urban schools _____		
(3) Private elementary schools _____		
(4) Night schools _____		

<i>Educational Facilities</i>	<i>1900</i>	<i>192</i>
<i>Higher Education</i>		
(1) Continuation schools _____		
(2) High schools _____		
(3) University _____		
(4) Evening high schools _____		
<i>Vocational</i>		
(1) Industrial or trade schools _____		
(2) Business schools _____		
(3) Art schools _____		
(4) Agricultural schools _____		
<i>Special</i>		
(1) Reformatory schools _____		
(2) Sunday schools _____		
(3) Schools for illiterates _____		
(4) Schools for the deaf _____		
(5) Schools for the blind _____		
<i>Other Means</i>		
(1) Daily, weekly and monthly press _____		
(2) Libraries _____		
(3) Theaters _____		
(4) Churches _____		
(5) Other clubs and societies _____		

4. *To find out how education is financed in Porto Rico.*

Exercises

1. a. What is the "school tax"? _____

b. What part of the municipal budget must be devoted to education? _____

c. What per cent approximately of the Insular budget has been devoted to education in the last four years?

(1) 1926 _____

(2) 1927 _____

(3) 1928 _____

(4) 1929 _____

2. State the sources of income for education in Porto Rico.

a. _____

b. _____

c. _____

d. _____

5. *To find out how the municipal, Insular, and Federal governments are helping to educate the people.*

Exercises

1. State briefly how the municipalities are helping to finance education in Porto Rico.

2. State briefly how the Insular Government is helping to finance education in Porto Rico.

Additional: State briefly how the Federal Government is helping to finance education in Porto Rico.

Supplementary Work

1. Find out all you can about the Bureau of Education at Washington.
2. Find out all you can about a special tax imposed by the municipality of San Juan to pay teachers' salaries.
3. Find out about the work of the Bureau of Extension and Examinations of the Department of Education of Porto Rico.

SCHOOLS II

PROJECT XVIII

To finish studying the organization and work of the schools of Porto Rico.

Problems

1. To study the types of schools found in Porto Rico.
2. To examine the provisions of the school laws that refer to age at entrance, attendance, and behavior of children.

3. To study the work of the elementary schools.
4. To pass briefly over the work of the high schools.
5. To pass briefly over the work of the different colleges of the University of Porto Rico.

1. *To study the types of schools found in Porto Rico.*

Exercises

1. From the preceding project, state the types of schools in your municipality.

- a. Elementary _____
- b. Continuation and high _____
- c. College or University _____

Give the names of the private schools in your municipality. _____

2. *To examine the provisions of the school laws that refer to age at entrance, attendance, and behavior of children.*

Exercises

1. Copy below what the school laws say about school age and about compulsory school age.

2. *a.* What do the school laws say about the regular attendance of a pupil who has been enrolled? _____

b. What do the school laws say about the behavior of an enrolled pupil? _____

3. *To study the work of the elementary schools.*

Exercises

1. *a.* How many grades are there in the elementary urban schools? _____

b. In the rural schools? _____

2. *a.* Indicate the subjects taught in each of the eight grades of the elementary schools.

(1) First _____

(2) Second _____

(3) Third _____

(4) Fourth _____

(5) Fifth _____

(6) Sixth _____

(7) Seventh _____

(8) Eighth _____

b. What subject do you like most? _____ Why? _____

4. *To pass briefly over the work of the high schools.*

Exercises

1. Four purposes of education are given as follows:

a. To improve one's health; b. To help one earn a living; c. To help one be a good citizen; d. To help one to appreciate and enjoy life. Which of these four purposes would you have in mind if you studied the following high-school subjects?

(1) Algebra _____

- (2) Music _____
- (3) Physical Training _____
- (4) English _____
- (5) Civics _____

2. Besides the five subjects mentioned above, what other subjects are taught in the high school?

- | | |
|----------|----------|
| a. _____ | f. _____ |
| b. _____ | g. _____ |
| c. _____ | h. _____ |
| d. _____ | i. _____ |
| e. _____ | j. _____ |

5. *To pass briefly over the work of the different colleges of the University of Porto Rico.*

Exercises

1. What is the purpose of each one of the following University courses?

- a. Agriculture _____
- b. Business Administration _____
- c. Pharmacy _____
- d. Engineering _____
- e. Education _____
- f. Liberal Arts _____

2. To which of these colleges would you like to go when you graduate from high school? Give reasons for your answer _____

Supplementary Work

1. The work of the kindergartens.
2. Secure a copy of the school laws.
3. The work of Manual Training and Domestic Science.

PART III — THE INSULAR GOVERNMENT

CITIZENSHIP

PROJECT XIX

To study the rights and duties of citizens and how foreigners may become citizens.

Problems

1. To find out who is a citizen of the United States and to enumerate some of his rights.
2. To study the methods by which foreigners may become citizens.
3. To classify noted persons as good or bad citizens.
4. To study the question of immigration.
5. To learn by heart the Oath of Allegiance to the Flag.

1. *To find out who is a citizen of the United States and to enumerate some of his rights.*

Exercises

1. Find out in the Constitution of the United States the definition of a citizen. (See Amendment 14, Section 1.) Copy it and learn it by heart.

2. Enumerate five rights of the citizen. (See the Constitution, Amendments 1 to 10.)

a.

b.

c.

d.

e.

2. *To study the methods by which foreigners may become citizens.*

Exercises

1. *a.* According to the above definition of a citizen, in what two ways may a person become a citizen?

(1) _____

(2) _____

b. Define naturalization.

2. The following are the steps by which a foreigner becomes a citizen. Number them in the order in which they should appear.

_____ He must appear before a court to take an oath.

_____ He must make a petition to become a citizen.

_____ He must declare his intention to become a citizen.

_____ He must prove his ability to read and write.

_____ He must take an examination before a judge.

3. *To classify noted persons as good or bad citizens.*

Exercises

1. Classify as good or bad citizens, and give reasons for your answers.

a. George Washington _____

b. Robert E. Lee _____

c. Napoleon Bonaparte _____

d. Benedict Arnold _____

e. Nathan Hale _____

f. Alfred Smith _____

g. Bluebeard _____

h. Roger Williams _____

i. Cofresí _____

j. Mussolini _____

4. *To study the question of immigration.*

Exercises

1. Explain the difference between *emigration* and *immigration*.

a. Emigration _____

b. Immigration _____

2. Name two limitations put on persons wishing to emigrate from Europe to America.

a. _____

b. _____

5. To learn by heart the Oath of Allegiance to the Flag.

I pledge allegiance to my flag and to the Republic for which it stands; one nation indivisible, with liberty and justice for all.

Supplementary Work

1. Clip pictures of the flags used at Concord, Bunker Hill, Cambridge.
2. Trace the history of the flag, since Betsy Ross made the first one.
3. How did the Cambridge flag resemble the British commercial flag?

POLITICAL PARTIES AND ELECTIONS

PROJECT XX

To study political parties and elections.

Problems

1. To define political parties, to determine their purposes, and to name the chief political parties in the United States.
2. To learn the meaning of certain terms that refer to the methods and the work of political parties.
3. To find out the qualifications for voters in Porto Rico.
4. To study the results of the last general elections in the United States and in Porto Rico.
5. To write a paper on the topic "Advantages and Disadvantages of Party Government."

1. To define political parties, to determine their purposes, and to name the chief political parties in the United States.

Exercises

1. a. Find in the dictionary or in some other book a definition of a political party and copy it below.

- b. Name the chief two political parties in the United States.

(1)

(2)

c. In Porto Rico.

(1) _____

(2) _____

d. What other parties besides the chief two can you name in the United States?

(1) _____

(2) _____

(3) _____

2. State two purposes of political parties.

a. _____

b. _____

2. *To know the meaning of certain terms that refer to the work and methods of political parties.*

Exercises

1. Define the following:

a. Primary _____

b. Boss _____

c. Nomination _____

d. Election _____

e. Ballot _____

2. Define:

a. Platform _____

b. Plank _____

c. Party Convention _____

d. Issue _____

3. *To find out the qualifications for voters in Porto Rico.*

Exercises

1. What are the qualifications for voters in Porto Rico as to:

a. Age? _____

b. Citizenship? _____

c. Residence? _____

d. Education? _____

e. Sex? _____

f. Conduct? _____

g. Wealth? _____

2. Do women have the same electoral rights as men in Porto Rico?

4. *To study the results of the last general elections in the United States and in Porto Rico.*

Exercises

1. *a.* From what party was the President elected? _____

b. Out of the 531 electoral votes, how many corresponded to:

(1) Republican Party? _____

(2) Democratic Party? _____

(3) Other parties? _____

Total 531

c. How is the Congress of the United States made up?

(1) *House*

(*a*) Republicans _____

(*b*) Democrats _____

(*c*) Others _____

Total 435

(2) *Senate*

(*a*) Republicans _____

(*b*) Democrats _____

(*c*) Others _____

Total 96

2. How is the Legislature of Porto Rico made up?

a. *Senate*

(1) *Alianza* _____

(2) Coalition _____

Total 19

b. House

(1) *Alianza* _____

(2) Coalition _____

Total 39

5. To write a paragraph on the topic given below.

ADVANTAGES AND DISADVANTAGES OF PARTY GOVERNMENT

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Supplementary Work

1. Secure a copy of one of the ballots used in the last elections. Discuss it.
2. Find all you can about the Australian Ballot System.
3. Find all you can about Tammany Hall.

THE INSULAR GOVERNMENT

PROJECT XXI

To study the organization and work of the Insular Government.

Problems

1. To study the general organization of the Government of Porto Rico and the work of each branch.
2. To study the organization and work of the Legislature of Porto Rico.
3. To study the work of the Governor of Porto Rico.
4. To study the work of the courts of Porto Rico.
5. To study the work of other governmental agencies.

1. *To study the general organization of the Government of Porto Rico and the work of each branch.*

Exercises

1. Find out what work is done by each of the following:

a. Governor _____

b. Legislature of Porto Rico _____

c. Courts _____

2. Of which branch of the government, the executive, the legislative or the judicial are the following the duties?

- a. Arresting a criminal _____
- b. Punishing a criminal _____
- c. Appropriating money for a school building _____
- d. Providing the machinery to collect the taxes _____
- e. Collecting the taxes _____

2. *To study the organization and work of the Legislature of Porto Rico.*

Exercises

1. a. How many houses in the Legislature?

(1) _____ Number of members _____

(2) _____ Number of members _____

b. Names of presiding officers.

(1) _____

(2) _____

2. a. Name five things that the Legislature may do.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

b. Name three things that the Legislature may not do.

(1) _____

(2) _____

(3) _____

3. *To study the work of the Governor of Porto Rico.*

Exercises

1. *a.* Name five things that the Governor may do.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

b. Name two things that the Governor may not do.

(1) _____

(2) _____

2. *a.* What is the purpose of the Governor's Annual Report?

b. Secure a copy of the Governor's Report. Indicate below five items treated in the report.

4. *To study the work of the courts of Porto Rico.*

Exercises

1. a. Name the different kinds of courts in Porto Rico.

(1) _____ (4) _____

(2) _____ (5) _____

(3) _____

b. Which of these are found in your municipality:

(1) _____ (2) _____

2. a. What cases are tried by the justices of the peace? _____

b. By the municipal courts? _____

5. *To study the work of other governmental agencies.*

Exercises

1. Describe briefly the work of the following agencies:

a. Bureau of Weights and Measures _____

b. Carnegie Library _____

c. Board of Medical Examiners _____

d. Civil Service Commission _____

e. Bureau of Supplies, Printing, and Transportation _____

f. Boys' Charity School _____

g. Quarantine Hospital _____

h. Bureau of Labor _____

i. Public-Service Commission _____

j. Executive Council _____

Supplementary Work

1. Pasting clippings of activities of the Government, taken from daily or weekly papers.
2. Comparison of the organization of the Insular and the municipal governments.
3. Cutting and pasting pictures of the Capitol of Porto Rico, the Governor, the President of the Senate, the Speaker of the House, your District Court, etc.

THE GOVERNOR OF PORTO RICO

PROJECT XXII

To study the work of the Governor of Porto Rico.

Problems

1. To inquire who the present Governor of Porto Rico is, how he is chosen, his term of office, his salary, and his official residence.
2. To study the pardon and appointing powers of the Governor.
3. To study other duties and powers of the Governor.
4. To study the Governor's Annual Report.
5. To write a biography of the present Governor.

1. *To inquire who the present Governor of Porto Rico is, how he is chosen, his term of office, his salary, and his official residence.*

Exercises

1. a. Who is the present Governor of Porto Rico? _____

- b. Who appointed him? _____
 For how long? _____
- c. What is his salary? _____
- d. Where is his official residence? _____

2. Write down the names of all the Governors of Porto Rico since the American occupation.

- | | |
|----------|----------|
| a. _____ | f. _____ |
| b. _____ | g. _____ |
| c. _____ | h. _____ |
| d. _____ | i. _____ |
| e. _____ | j. _____ |

2. *To study the pardon and appointing powers of the Governor.*

Exercises

1. What does the Organic Law say about the pardoning power of the Governor of Porto Rico? _____

2. a. What officers in your town have been appointed by the Governor?

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

b. Name ten officers appointed by the Governor, five of whom work in San Juan.

- | | |
|-----------|-----------|
| (1) _____ | (4) _____ |
| (2) _____ | (5) _____ |
| (3) _____ | (6) _____ |

(7) _____ (9) _____

(8) _____ (10) _____

3. *To study other duties and powers of the Governor.*

Exercises

1. What are the powers and duties of the Governor in connection with the following:

a. Executive heads of departments? _____

b. Pardons against the laws of the United States? _____

c. Execution of the laws of Porto Rico? _____

d. National Guard? _____

e. Execution of the laws of the United States? _____

f. Veto power? _____

g. Cases of rebellion? _____

h. Judges of district courts? _____

i. Suspension of *habeas corpus*? _____

j. Annual report? _____

4. *To study the Governor's Annual Report.*

Exercises

1. *a.* Name ten items of the Governor's Annual Report.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

THE COMMISSIONER OF EDUCATION

PROJECT XXIII

To study the work of the Commissioner of Education.

Problems

1. To inquire the name of the present incumbent, how he was selected, his term of office, and his salary.
2. To find the general powers of the Commissioner of Education, as determined by the Organic Law.
3. To study the other powers and duties of the Commissioner of Education.
4. To study the Annual Report of the Commissioner of Education.
5. To write a biography of the present Commissioner of Education.

1. *To inquire the name of the present incumbent, how he was selected, term of office, and salary.*

Exercises

1. a. Who is the present Commissioner of Education of Porto Rico? _____

- b. How was he chosen? _____
- c. For how long? _____
- d. What is his salary? _____
2. Give the names of all the Commissioners of Education of Porto Rico, since the American occupation.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
 - g. _____
 - h. _____

2. *To find the general powers of the Commissioner of Education, as determined by the Organic Law.*

Exercises

1. Write what the Organic Law (Section 17) says about the powers of the Commissioner of Education in regard to:

a. Supervision of instruction _____

b. Disbursements _____

c. Courses of study _____

d. Selection of teachers _____

e. Teachers appointed by school boards _____

3. *To find other powers and duties of the Commissioner of Education of Porto Rico.*

Exercises

1. a. What are the powers and duties of the Commissioner of Education as a member of the Board of Trustees of the University? _____

b. Of the Carnegie Library? _____

c. Of the Teachers' Pension Board? _____

2. Name other powers with which he is vested by law.

a. _____

b. _____

c. _____

4. *To study the Annual Report of the Commissioner of Education.*

Exercises

1. Name ten items in the Commissioner's Annual Report.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

2. Compare the figures for 1900 and 1925 on the four items given below.

<i>Items</i>	<i>1900</i>	<i>1925</i>
(1) Enrollment _____		
(2) Buildings _____		
(3) No. of rural schools _____		
(4) No. of high schools _____		

5. *To write a biography of the present Commissioner of Education.*

THE COMMISSIONER OF EDUCATION

[illegible]

Supplementary Work

1. Different reports presented by the Commissioner of Education.
2. Education in Porto Rico, Vol. 4, 1929, by Mr. Francisco Vizcarrondo.
3. Pictures and clippings from the daily, weekly, and monthly press.

PROJECT XXIV

To study the organization and work of the University of Porto Rico.

1. To study the general organization of the University of Porto Rico.
2. To study the work of the different colleges of the University, located at Río Piedras.
3. To study the work of the School of Tropical Medicine.
4. To study the work of the College of Agriculture at Mayaguez.
5. To debate the question: *Resolved*: That a mechanical engineer has more chances than a teacher to earn a living in Porto Rico.

1. To study the general organization of the University of Porto Rico.

1. Give a brief history of the growth of the University of Porto Rico _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

2. a. Name three advantages offered by the University of Porto Rico.

(1) _____

(2) _____

(3) _____

b. Where is the University located? _____

c. Name some of its buildings _____

d. Who directs the University? _____

2. *To study the work of the different colleges of the University, located at Río Piedras.*

Exercises

1. What is the purpose of each of the following colleges?

a. Liberal Arts _____

b. Pharmacy _____

c. Law _____

d. Education _____

e. Business Administration _____

2. What service is rendered by each of the following?

a. The Practice School _____

b. The University High School _____

c. The Summer Session _____

3. *To study the work of the School of Tropical Medicine.*

Exercises

1. a. Where is the School of Tropical Medicine? _____

b. Who supports it? _____

c. Give three purposes of the School of Tropical Medicine.

(1) _____

(2) _____

(3) _____

2. Write a short statement on the life of Dr. Bailey Ashford. _____

4. *To study the work of the College of Agriculture at Mayaguez.*

Exercises

1. What is the purpose of each of the following courses?

- a. Agriculture _____

- b. Chemical Engineering _____

- c. Civil Engineering _____

- d. Electrical Engineering _____

- e. Mechanical Engineering _____

5. *To debate the question: Resolved: That a mechanical engineer has more chances than a teacher to earn a living in Porto Rico.*

Exercises

1. Note, before beginning the debate, five arguments on each side.

<i>In favor of the engineer</i>	<i>In favor of the teacher</i>
(1) _____	(1) _____
(2) _____	(2) _____
(3) _____	(3) _____
(4) _____	(4) _____
(5) _____	(5) _____

Supplementary Work

1. Pictures of the University.
2. Clippings about the University taken from the daily press.
3. The 1929 Yearbook of the University of Porto Rico.

THE LEGISLATURE OF PORTO RICO

PROJECT XXV

To study the purpose, organization and work of the Legislature of Porto Rico.

Problems

1. To see how the Legislature of Porto Rico is organized.
2. To study the organization and work of the Senate of Porto Rico.
3. To study the organization and work of the House of Representatives of Porto Rico.
4. To study some of the most important powers and duties of the Legislature of Porto Rico.
5. To see how a bill becomes a law.

1. *To see how the Legislature of Porto Rico is organized.*

Exercises

1. a. Why do we have a legislature? Give three reasons.

(1) _____

(2) _____

(3) _____

b. How many branches? _____

c. How many members in each branch?

(1) _____

(2) _____

d. How chosen? (Manner and districts) _____

e. Salaries _____

2. a. Place of meeting _____

b. Names of presiding officers

(1) _____

(2) _____

c. Date of meeting _____

d. Work of chief committees

(1) Ways and Means _____

(2) _____

(3) _____

(4) _____

(5) _____

2. *To study the organization and work of the Senate of Porto Rico.*

Exercises

1. a. Number of members _____

b. Names of members (By districts)

(1) San Juan: _____

(2) Arecibo: _____

(3) Aguadilla: _____

(4) Mayaguez: _____

(5) Ponce: _____

(6) Guayama: _____

(7) Humacao: _____

At large _____

c. Name of presiding officer _____

d. Qualifications of a Senator

(1) _____

(2) _____

(3) _____

(4) _____

2. Powers of the Senate.

a. _____

b. _____

c. _____

3. *To study the organization and work of the House of Representatives of Porto Rico.*

Exercises

1. a. Number of members _____

b. Write below the names of members by districts.

(1) _____	(21) _____
(2) _____	(22) _____
(3) _____	(23) _____
(4) _____	(24) _____
(5) _____	(25) _____
(6) _____	(26) _____
(7) _____	(27) _____
(8) _____	(28) _____
(9) _____	(29) _____
(10) _____	(30) _____
(11) _____	(31) _____
(12) _____	(32) _____
(13) _____	(33) _____
(14) _____	(34) _____
(15) _____	(35) _____
(16) _____	At large _____
(17) _____	(36) _____
(18) _____	(37) _____
(19) _____	(38) _____
(20) _____	(39) _____

c. Name of presiding officer?

d. Qualifications for membership in the of House of Representatives.

(1) _____

(2) _____

(3) _____

(4) _____

2. Powers of the House?

a. _____

b. _____

c. _____

d. _____

4. *To study some of the most important powers and duties of the Legislature of Porto Rico.*

Exercises

1. How can both houses, or either of them, legislate in connection with the following matters? (Give reasons.)

a. Confirming the appointments made by the Governor _____

b. Imposing a tax on incomes over \$2,000 _____

c. Imposing a tax on all the coffee exported from Porto Rico _____

d. Appropriating money to build roads _____

e. Reorganizing the transportation of the mail _____

f. Appropriating money to build more schools _____

g. Imposing a tax on a watch coming from Switzerland _____

h. Granting free a building lot to the "Society for the Prevention of Cruelty to Animals" _____

i. Organizing an army _____

j. Confirming appointments made by the President of the United States _____

5. *To see how a bill becomes a law.*

Exercises

1. The following are the steps by which a bill becomes a law. Number them in the right order.

____ Approved by the other house.

____ Amended by the committee.

- ___ Approved by the Governor.
- ___ Introduced in the house by a member.
- ___ Finally approved by both houses after conference.
- ___ Referred to the proper committee.
- ___ Approved by the house where it originated.
- ___ Referred to a committee of conference.
- ___ Sent to the other house.
- ___ Sent to the Governor.
- ___ First reading by Secretary in house where it originated.
- ___ Returned to house where it originated, with amendments.

Supplementary Work

1. Secure a copy of a bill.
2. Write the draft for a bill.
3. Origin of the clause stating that all appropriation bills should originate in the lower house.

THE COURTS

PROJECT XXVI

To study the organization and functions of the courts in Porto Rico.

Problems

1. To learn the meaning of some of the most important terms used in connection with the work of the courts.
2. To make a brief study of the work of the municipal and district courts.
3. To study briefly the work of the Supreme Court of Porto Rico and of the Federal Court.
4. To dramatize a civil case in a court.
5. To finish dramatizing a civil case in a court.

1. *To learn the meaning of some of the most important terms used in connection with the work of the courts.*

Exercises

1. After each word or phrase below, write the meaning as given in the dictionary or by the teacher.

- a. Civil case _____
- _____
- _____

b. Criminal case _____

c. Plaintiff _____

d. Defendant _____

e. Grand jury _____

2. *a.* Petit jury _____

b. Guilty _____

c. Summon _____

d. Parole _____

e. Habeas Corpus _____

2. *To make a brief study of the work of the municipal and district courts.*

Exercises

1. Municipal court.

a. Officers _____

b. How chosen _____

c. Term of office _____

d. Salaries _____

e. Jurisdiction _____

(1) _____

(2) _____

(3) _____

2. District court.

a. Officers _____

- b. How chosen _____

- c. Term of office _____

- d. Salaries _____

- e. Location _____
- f. Jurisdiction _____
- (1) _____
- (2) _____
- (3) _____
- (4) _____

3. *To study briefly the work of the Supreme Court of Porto Rico and of the Federal Court.*

Exercises

1. Supreme Court.

- a. Members _____

- b. Names of present members _____

- c. Other officers _____

d. How chosen _____

e. Salaries _____

f. Jurisdiction

(1) _____

(2) _____

(3) _____

(4) _____

2. Federal Court.

a. Officers _____

b. How chosen _____

c. Salaries _____

d. Jurisdiction

(1) _____

(2) _____

Supplementary Work

1. A visit to the Municipal Court.
2. A four-minute talk by the judge or the secretary of a court about the work of the municipal courts in Porto Rico.
3. How children are tried and punished.

TAXATION

PROJECT XXVII

Why the government needs money and how the money collected from taxes is spent.

Problems

1. Why does the municipal government need money and how does it spend the money collected from taxes?
2. Why does the Insular Government need money and how does it spend the money collected from taxes?
3. Why does the Federal Government need money and how does it spend the money collected from taxes?
4. To study the different kinds of taxes.
5. To study a tax receipt.

1. *Why does the municipal government need money and how does it spend the money collected from taxes?*

Exercises

1. *a.* Indicate five reasons why the municipal government needs money.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

- b.* Get a copy of the municipal budget and study it.

2. From a study of the municipal budget, find out the amount to be spent in the following items.

<i>Items</i>	<i>Appropriations</i>
(1) Public schools _____	
(2) Salaries — All employees _____	
(3) Parks and playgrounds _____	
(4) Public health service _____	

2. *Why does the Insular Government need money and how does it spend the money collected from taxes?*

Exercises

1. a. Indicate five reasons why the Insular Government needs money.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

b. Secure a copy of the Insular budget and study it.

2. Find in the Insular budget the following items and the sums appropriated for each:

<i>Items</i>	<i>Appropriations</i>
(1) Total budget _____	
(2) Education _____	
(3) Health _____	
(4) Agriculture _____	
(5) Public debt _____	

3. *Why does the Federal Government need money and how does it spend the money collected from taxes?*

Exercises

1. a. Indicate five reasons why the Federal Government needs money.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

b. Name two purposes for which the Federal Government raises money and for which the municipal and the Insular governments do not.

(1) _____

(2) _____

2. a. Name five sources of income of the Federal Government.

(1) _____

(4) _____

(2) _____

(5) _____

(3) _____

b. Define: (1) Tariff _____

(2) Income Tax _____

4. *To study the different kinds of taxes.***Exercises**

1. *a.* What name is given to the tax imposed upon property? _____
- b.* Upon imported goods? _____
- c.* Upon alcohol and cigars? _____
- d.* Upon the earnings of a person? _____
- e.* Upon each person (or head of a family)? _____
2. Indicate what government (municipal, Insular or Federal) levies taxes on the following:
 - a.* Individual income _____
 - b.* Imported jewelry _____
 - c.* A farm _____
 - d.* An automobile _____
 - e.* Manufactured tobacco _____
 - f.* Alcohol _____
 - g.* Theater tickets _____
 - h.* Inheritance _____
 - i.* Upon persons (poll tax) _____
 - j.* A store _____

5. *To study a tax receipt.***Exercises**

1. Secure a tax receipt of property in your municipality.
 - a.* How much per \$100 does the owner of the property pay? _____

b. For what improvements outside of the municipality does he pay? _____

2. From a tax paid on one hundred dollars, what amount goes to each of the following items.

<i>Items</i>	<i>Tax</i>
(1) Municipal _____	
(2) Insular _____	
(3) School tax _____	
(4) Loans — Carreteras _____	
(5) Loan — Municipal _____	
(6) Loan — Special — Municipal _____	
(7) Loan — Special — Insular _____	
(8) University _____	
(9) Hydroelectric development _____	
(10) Others _____	
Total _____	

Supplementary Work

1. Ordinance borrowing money and imposing a special tax. Secure a copy and study it.
2. Secure a copy of a license authorizing the holder to keep a store. Study it.
3. Have the Collector of Internal Revenue address the class for four minutes about the tasks that he performs.

FOR COMPOSITIONS, NOTES AND CLIPPINGS

FOR COMPOSITIONS, NOTES AND CLIPPINGS

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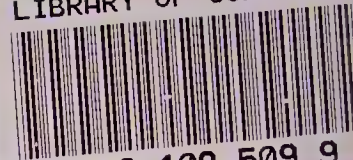
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